

## MCCORMICK ELEMENTARY

1123 Sandy Bluff Rd.  
Mullins, SC 29574

**GRADES** 3-4 Elementary School

**ENROLLMENT** 312 Students

**PRINCIPAL** Judith L. Pace 843-464-3760

**SUPERINTENDENT** R. Jerry Leviner, Ph.D. 843-464-3700

**BOARD CHAIR** Mr. Samuel McMillan 843-464-3700

## THE STATE OF SOUTH CAROLINA

### ANNUAL SCHOOL REPORT CARD

# 2003

#### ABSOLUTE RATING:

#### AVERAGE

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
4	8	59	47	4

#### IMPROVEMENT RATING:

#### BELOW AVERAGE

#### ADEQUATE YEARLY PROGRESS:

#### NO

This school met 13 out of 21 objectives. The objectives included performance and participation of students in various groups and student attendance rate.

#### SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

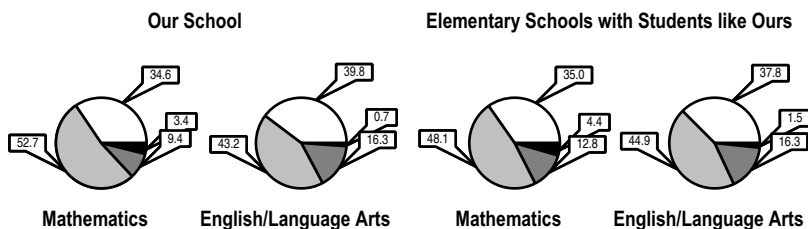
**FOR MORE INFORMATION, VISIT WEBSITES AT:**

**[WWW.MYSCSCHOOLS.COM](http://WWW.MYSCSCHOOLS.COM)**

**[WWW.SCEOC.ORG](http://WWW.SCEOC.ORG)**

**PERFORMANCE TRENDS OVER 4-YEAR PERIOD**

	<b>Absolute Rating</b>	<b>Improvement Rating</b>	<b>Adequate Yearly Progress</b>
2001	Average	Average	N/A
2002	Average	Average	N/A
2003	Average	Below Average	No
2004			

**PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT) RESULTS****Definition of Critical Terms**

	<b>Advanced</b>	Very high score; very well prepared to work at next grade level; exceeded expectations
	<b>Proficient</b>	Well prepared to work at next grade level; met expectations
	<b>Basic</b>	Met standards; minimally prepared, can go to next grade level
	<b>Below Basic</b>	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

**NOTE:** Science and social studies are to be included in the 2005 school report card.

**EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS**

	<b>Teachers</b>	<b>Students</b>	<b>Parents</b>
Number of surveys returned	19	147	61
Percent satisfied with learning environment	89.5%	83.6%	89.7%
Percent satisfied with social and physical environment	89.5%	84.0%	74.6%
Percent satisfied with home-school relations	52.6%	87.0%	84.5%

PACT PERFORMANCE BY GROUP

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced	State Objective
English/Language Arts								
All students	310	98.4	39.8	43.2	16.3	0.7	17.0	17.6
Gender								
Male	167	98.2	45.2	38.9	15.9	N/A	15.9	17.6
Female	143	98.6	33.6	48.2	16.8	1.5	18.2	17.6
Racial/Ethnic Group								
White	71	97.2	34.3	37.3	26.9	1.5	28.4	17.6
African-American	234	98.7	42.3	44.1	13.1	0.5	13.5	17.6
Asian/Pacific Islander	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Hispanic	4	100.0	N/A	N/A	N/A	N/A	N/A	17.6
American Indian/Alaskan	1	100.0	N/A	N/A	N/A	N/A	N/A	17.6
Disability Status								
Not disabled	232	98.7	35.5	42.7	20.9	0.9	21.8	17.6
Disabled	78	97.4	52.7	44.6	2.7	N/A	2.7	17.6
Migrant Status								
Migrant	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Non-migrant	310	98.4	39.8	43.2	16.3	0.7	17.0	17.6
English Proficiency								
Limited English proficient	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Non-limited English proficient	310	98.4	39.8	43.2	16.3	0.7	17.0	17.6
Socio-Economic Status								
Subsidized meals	267	98.5	42.7	43.1	13.8	0.4	14.2	17.6
Full-pay meals	42	100.0	22.0	43.9	31.7	2.4	34.1	17.6

Mathematics								
All students	310	99.7	34.6	52.7	9.4	3.4	12.8	15.5
Gender								
Male	167	99.4	32.7	56.0	9.4	1.9	11.3	15.5
Female	143	100.0	36.7	48.9	9.4	5.0	14.4	15.5
Racial/Ethnic Group								
White	71	100.0	29.0	49.3	15.9	5.8	21.7	15.5
African-American	234	99.6	37.1	53.1	7.1	2.7	9.8	15.5
Asian/Pacific Islander	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
Hispanic	4	100.0	N/A	N/A	N/A	N/A	N/A	15.5
American Indian/Alaskan	1	100.0	N/A	N/A	N/A	N/A	N/A	15.5
Disability Status								
Not disabled	232	99.6	30.2	53.6	12.2	4.1	16.2	15.5
Disabled	78	100.0	47.4	50.0	1.3	1.3	2.6	15.5
Migrant Status								
Migrant	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
Non-migrant	310	99.7	34.6	52.7	9.4	3.4	12.8	15.5
English Proficiency								
Limited English proficient	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
Non-limited English proficient	310	99.7	34.6	52.7	9.4	3.4	12.8	15.5
Socio-Economic Status								
Subsidized meals	267	99.6	38.5	51.4	7.8	2.3	10.1	15.5
Full-pay meals	42	100.0	9.8	61.0	19.5	9.8	29.3	15.5

Abbreviations for Missing Data

N/A	Not Applicable	N/C	Not Collected	N/R	Not Reported	I/S	Insufficient Sample
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**PACT PERFORMANCE BY GRADE LEVEL**

		Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
English/Language Arts								
2002	Grade 3	153	N/A	41.8	40.5	16.3	1.3	17.6
	Grade 4	148	N/A	27.1	58.3	13.9	0.7	14.6
	Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2003	Grade 3	154	98.7	33.6	46.2	19.6	0.7	20.3
	Grade 4	156	98.1	45.7	40.4	13.2	0.7	13.9
	Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Mathematics								
2002	Grade 3	153	N/A	43.8	44.4	7.2	4.6	11.8
	Grade 4	148	N/A	31.3	51.4	13.2	4.2	17.4
	Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2003	Grade 3	154	99.4	36.8	50.0	10.4	2.8	13.2
	Grade 4	156	100.0	32.5	55.2	8.4	3.9	12.3
	Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n= 312)				
First graders who attended full-day kindergarten	N/A	N/A	N/A	N/A
Retention rate	0.3%	Down from 9.3%	2.6%	2.4%
Attendance rate	95.3%	Down from 96.2%	95.5%	95.9%
Meeting grade 1 and 2 readiness standards	N/A	N/A	N/A	N/A
Eligible for gifted and talented	4.1%	Up from 3.1%	5.8%	13.2%
On academic plans	N/A	N/A	N/A	N/A
On academic probation	N/A	N/A	N/A	N/A
With disabilities other than speech	16.9%	Down from 21.8%	7.7%	8.0%
Older than usual for grade	8.0%	Down from 8.1%	2.6%	1.1%
Suspended or expelled	0.0%	No change	0.0%	0.0%

Teachers (n= 18)				
Teachers with advanced degrees	33.3%	Down from 36.8%	46.9%	50.0%
Continuing contract teachers	77.8%	Up from 73.7%	79.8%	85.3%
Highly qualified teachers	N/A	N/A	N/A	N/A
Teachers returning from previous year	75.7%	Down from 76.1%	81.4%	86.2%
Teacher attendance rate	92.5%	Down from 93.6%	94.9%	95.3%
Average teacher salary	\$32,675	Down 0.5%	\$38,644	\$39,909
Prof. development days/teacher	16.9 days	Down from 18.5 days	13.5 days	11.4 days

School				
Principal's years at school	1.0	Down from 4.0	3.0	4.0
Student-teacher ratio	20.8 to 1	Up from 19.7 to 1	17.1 to 1	18.9 to 1
Prime instructional time	86.7%	Down from 89.0%	88.5%	89.7%
Dollars spent per pupil*	\$5,733	Up 13.0%	\$6,614	\$5,892
Percent spent on teacher salaries*	56.4%	Up from 56.1%	65.1%	66.6%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	95.7%	Up from 94.6%	99.0%	99.0%
SACS accreditation	yes	N/A	yes	yes

\* Prior year audited financial data are reported.

	Our District	State
Highly qualified teachers in low poverty schools	N/A	N/A
Highly qualified teachers in high poverty schools	N/A	N/A

Abbreviations for Missing Data							
<b>N/A</b>	Not Applicable	<b>N/C</b>	Not Collected	<b>N/R</b>	Not Reported	<b>I/S</b>	Insufficient Sample

**REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL**

Since 1956, McCormick Elementary has provided educational opportunities for children in Mullins, South Carolina. We are happy to report another year of success. Among these successes are recognition as a School of Promise, the South Carolina Recycling School of the Year, and a Red Carpet Award recipient.

Several strategies were utilized to address the need to improve overall academic performance. Instructors developed and employed common grade level lesson plans to ensure curriculum alignment to state standards and equitable instruction in all classrooms. Math and science teachers created curriculum maps at both grade levels to provide a common guide for pacing and alignment to the state requirements. Data Works provided a calibration analysis of all subjects at both grade levels. The results showed a high correlation of state standards to what is actually being taught in the classrooms of McCormick Elementary. An after-school program for students with academic plans was provided to address specific educational needs.

Our dedicated staff received professional development assistance through the Coastal Rural Systemic Initiative with math and science workshops led by expert consultants. The SC Reads grant allowed third-grade teachers to earn graduate credit and to gain invaluable knowledge for teaching emergent readers. Several teachers received certificate upgrades through afterschool and weekend studies.

Our community takes an active role in supporting our students. Despite the economic difficulties in our area, local businesses, civic and private organizations, and parents have donated student incentives, commodities, and personal time to strengthen our total program. Great things are happening at McCormick Elementary because of the great staff, students, and community by which it is supported.

Nancy Graham, Principal

**DEFINITIONS OF SCHOOL RATING TERMS**

- Excellent - School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good - School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average - School performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average - School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory - School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

**DEFINITION OF ADEQUATE YEARLY PROGRESS**

As required by the United States Department of Education, adequate yearly progress specified that the statewide target is met for all students and for each subgroup of students: racial/ethnic, economic, disability, limited English proficiency and migrant status.